

Best Practice Guidance

Promoting School Attendance for Children and Young People In Care

Children and Young People In Care Education Service
DRAFT FOR CONSULTATION
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PURPOSE

These guidelines and the supporting documents have been written to clarify the roles and responsibilities of a range of professionals and all those involved in supporting children and young people's attendance at school; with the aim of promoting and improving attendance and reducing exclusion.

CONTEXT

Good attendance leads to good outcomes for children, including raised achievement. School, other professionals including social workers, parents, carers and all other key stakeholders involved in improving the educational outcomes of our children and Young people in care have a key role in promoting school attendance.

"Being in school full time gives children the best possible chances to succeed. As well as learning subjects in class, they develop routines and understand about timekeeping. Missing school makes it harder for them to catch up what they miss" (Who Does What, DfES 2004).

The evidence shows that children with poor attendance are unlikely to succeed academically and therefore be NEET (not in Education, Employment and Training) when they leave school

'There is a clear link between poor attendance at school and lower academic achievement. Of pupils who miss more than 50 per cent of school only three per cent manage to achieve five or more GCSEs at grades A to C including Maths and English. 73 per cent of pupils who have over 95 per cent attendance achieve five or more GCSEs at grades A* to C.'*

Despite the improvements in attendance there remain a small number of children who are persistently absent (PA). Until recently PA applied to pupils who missed more than 20 per cent of school in any term. From September 2011, this threshold was lowered to include those who missed more than 15 per cent. This change will ensure that pupils are identified as having problems at an earlier stage, but this still tends to put the emphasis on secondary school 'truants' where there are the highest numbers of PA pupils.'

(Charlie Taylor report Improving School Attendance 2012)

The DFE 'Social Exclusion report 'A better Education' 2010 states that Children and Young People in Care (C&YPinC) often have lives characterised by instability as a result of their pre-care experiences and for some children for the duration of the care period; they also spend too much time out of school. Changes to the child's home placement can result in a change of school and some children experience several placement moves. If a delay occurs in admission to school, the impact on the child's learning is significant; especially when a child returns to Doncaster from an Out of Authority placement and educational setting.

Although it is not clear what it is cause and what effect, there is an unsurprising link between behaviour, emotional and social difficulties (BESD) and children who have had multiple placements in each period of their care. This in turn impacts on school attendance and learning, particularly as a result of exclusions from school.

Research indicates that C&YPinC are more likely to be excluded from school than their peers and that this is a key factor contributing to rates of non-attendance. McClung & Goyle (2010) found that almost four-fifths (80%) had been excluded from school at some point and a significant number had been excluded more than once.

CURRENT PERFORMANCE

The number of children and young people in care is high in Doncaster when compared nationally and with our statistical neighbours; and shows an increasing trend since 2007. The figures for April 1st 2011 to March 31st 2012: 515. Of these 331 were of compulsory school age (not including reception). The greatest numbers of compulsory school aged children during this period were concentrated at secondary age – from year 9 upward - males being the predominant gender in this group. This profile is similar to that in other LA's. The number of young people placed and educated out of area was 117 for a variety of reasons, including being placed for adoption, SEN or high risk behaviours.

Attendance Data

Percentage absence figures for children and young people who have been in care for twelve months or more (for the period of March 31st – April 1st) show a positive trajectory over the last 3 years. The Persistent Absence (PA) figures show a decline for the current reporting year (2011/12) this is in part due to the change in definition of PA. Prior to this the trend was positive.

In addition, for the period a child is placed in care, attendance at school improves and there is a positive trend in reduced absence and PA over the same time scale.

Academic Year	2009/10	2010/11	2011/12	Trend
Total number of C&YPINC in care during the reporting period	292	282	305	
Authorised Absence %	8.74	7.8	6.41	 Improving trend
Unauthorised Absence %	2.44	2.77	2.64	 Consistent trend
Overall Absence %	11.8	10.57	9.5	
Persistent Absence %	7.5 22/292	8.87 25/282	5.57 17/305	

(Data Source from Welfare Call – attendance for children during their time in care)

Data for attendance of C&YPinC (regardless of the time scale in care within the reporting period) show high absence rates and PA in comparison to peers locally and a declining trend over time. This is in part due to poor attendance prior to a child entering the care system, delays in school admissions and a small but significant number of Year 10 and 11 young people who refuse to engage with education - with high PA. (Date Source from ONE & SIMS)

Doncaster C&YPinC	% Authorised	% Unauthorised	% Total	% PA
2009 / 10	5.7	2.3	8.1	7
2010 / 11	6.61	5.32	11.9	13.1
2011 / 12	6.06	2.69	8.73	5.67



Doncaster NON C&YPinC	% Authorised	% Unauthorised	% Total	% PA
2009 / 10	5.31	1.36	6.67	3.9
2010 / 11	5.32	1.55	6.87	3.95
2011 / 12	4.4	1.25	5.65	5.53

In comparison with their peers C&YPinC have higher rates of non-attendance, both authorised and unauthorised.

Exclusion Data

Exclusions fixed term: 14.1% of Children and Young People in Care placed within Doncaster schools were excluded during the academic 2011/2012. This represents a higher number of fixed term exclusions than non - CiC peers.

Permanent Exclusions: This stood at 0% for the previous 3 years; 1 child has since been permanently excluded in 2011/12. This was from a school out of the area.

Doncaster C&YPinC	Fixed Term	Permanent	Days Lost	%Total
2009 / 10	117	0	281.5	
2010 / 11	107	0	187.5	
2011 / 12	127	1	319.5	



Doncaster NON C&YPinC	Fixed Term	Permanent	Days Lost	%Total
2009 / 10	3533	39	7258.5	
2010 / 11	3389	31	6885.5	
2011 / 12	2894	26	5510	



Despite the improving trend of reduced FTE overall, the data demonstrates that CiC are one of the group which contribute high exclusions figures in the LA

This information, along with the data analysis and tracking of pupil progress has served to inform this guidance.

UNDERLYING PRINCIPLES GOVERNING ABSENCE

Children and Young People in Care (C&YPinC) should be given every opportunity to achieve their full educational potential through promoting opportunities for learning within and outside of school.

Currently, as a minimum legal requirement, Children and Young People in Care should be attending suitable education on a full time basis from the term following their 5th birthday until the last Friday in June in the school year in which they are 16. The place where children receive their education will be based on the age, aptitude and ability and any special needs they may have.

It is expected that all children should attend school regularly and on time and, where required, brought and collected from school by their carers or other authorised adult to ensure that this happens.

Only a school can authorise a child's absence from school and young people should only miss education for the following reasons:

- **If they are ill.** For absence up to 7 days (including Saturday and Sunday), foster carers or the child's primary carer/key worker contact the school by phone on the *first day and confirm by letter on the child's return*. Carers may be requested to supply medical evidence to the school in order to have the absence authorised.
- Absence to attend **medical appointments** or C&YPinC review will normally be authorised, although it is expected that these will take place *outside school hours wherever possible and will not coincide with school exams (SAT's GCSE or other key school events)*.
- Other circumstances where absence can be authorised include days for religious observance, interviews, approved educational activities (e.g. school trip) and family bereavement.
- Arrangements for pupils to be registered as attending education other than the school where they are on roll might include attendance at an alternative curriculum provider, part-time attendance at a Pupil Referral Unit (PRU) or at a Special School.
- **School admissions:** If the child does not have a school place. The timeliness of an admission relates to Section 433 Education Act 1996 which permits a school to admit a child at the start of the next new term. It also indicates the circumstances when the school can and should admit a child between term times*.
In Doncaster, best practice works to identify an appropriate school; *admit and start the child within the time frame of ten working days or earlier if feasible*.
This will normally be a full time place in a local mainstream school. The social worker (or parent if they retain parental responsibility) would search to find an appropriate school and make a formal admission request. If appropriate, support from the C&YPinC Education Service can be requested. If a change of school is required because of a placement change planning works to avoid absence; unnecessary extensive travel time and supports a successful transition.
- If the child concerned has a **Statement of Special Educational Needs**, the Special Educational Needs team (SEN) is responsible for ensuring appropriate provision is in place. Most children with Special Educational Needs are successfully included in mainstream school, with the support they need provided by the school. Best practice works to *reduce the 15 day consultation process* – addressing the child's needs and the school's ability to meet these as speedily as possible.

*Sub –sections 1,2 (a,b) and 5

- **‘Fixed term exclusion’:** It is important for schools to help minimise the disruption that exclusion can cause to an excluded pupil’s education. Whilst the statutory duty on governing bodies or local authorities is to provide full-time education from the sixth day of exclusion, in the case of a looked after child, schools and local authorities should work together to arrange alternative provision from the first day following the exclusion. In Doncaster, many schools have already organised provision for this purpose.
- If a child has been excluded on more than one occasion, this should be referred to the Children and Young People in Care Education Service (C&YPinCES), as per the School Exclusion Checklist (page 21).
- **Requests for holidays within term time** will *not be agreed* unless there are exceptional circumstances. Where there are exceptional circumstances these requests will be considered by the Virtual School Head, C&YPinC in conjunction with the Head of Service and / or CIC Fostering,

Absence that has not been authorised as above will be treated as a serious matter. All professionals and agencies must work together to address any problems regarding school attendance in order to find the best solutions for the child concerned.

- Any actions to support children’s school attendance will be taken according to what is in the child’s best interests and included in the child’s Personal Education Plan (PEP). The attendance intervention threshold guidance offers support for this purpose (see page 8).
- Action should be taken early.
- Children need to be consulted and their wishes and feelings should be taken into account wherever possible.
- Children should be aware of Doncaster Council’s Children’s Right’s Service and how it can be accessed.

In addition, the Monroe report confirms that young children benefit from access to good quality early learning opportunities. In Doncaster, 2 year olds are entitled to 15 hours provision in the term following their second birthday; and all 3 and 4 year olds are entitled to 6 consecutive terms of free part-time early education. For Children in Care of this age, taking up this entitlement will help promote their social development and subsequent attendance and achievement at school.

As described in the Charlie Taylor report (2012) good habits formed in the primary years are more likely to produce good attendance at secondary school age.

Raising aspirations – evidence suggests that where schools provide a range of opportunities for children in care to develop their talents and strength this has the potential to improve their aspirations and engagement with their own learning, and also their attendance. Schools should continue to have high expectations and raise aspirations of children in care by providing them with appropriate curricular and extra curricula support and opportunities to improve life chances.

ATTENDANCE MONITORING AND INTERVENTION THRESHOLDS

Attendance: 96 – 100%

*In a year 100% attendance = 0 sessions = 0 days lost.
60% of pupils with over 95% attendance gain 5 or more A*- C grades at GCSE*

- Pupils whose attendance is within these parameters should be congratulated and receive positive encouragement to maintain high levels of attendance.

School/Carers

- Acknowledge and praise pupil to encourage continued good attendance
- Via normal school procedures

C&YPinCES

- Nomination for C&YPinC annual award at the Celebrating Success event.

Local Authority

- Letter to carer from Director of Children and Young People's Services thanking and acknowledging their role in supporting school attendance (annually).
- Letter to young person from Director of Children and Young People's Service congratulating them on their attendance achievement (termly).

Level 1 Descriptor: Attendance 91- 96%

***In a year 96% attendance = 15 sessions = 7 ½ days = nearly 2 weeks lost.
45% of pupils with over 90% attendance gain 5 or more A* - C grades at GCSE***

Attendance at this level is starting to cause concern. Early intervention is a preventative measure on admission plan to counteract potential barriers. Any attendance issues will be identified by:

- School
- Local Authority Attendance Service via Welfare Call, SIMS updated
- Other Local Authority monitoring systems for children placed in Doncaster who are looked after by other Local Authorities

Intervention

School

- Have a key role in ensuring communication with parents/carers and other professionals/agencies
- Promotion of the importance of school attendance
- Adhere to the school's Attendance Policy, and procedures to promote attendance, ensuring discrete flexibility for CIC or school to have a Children and Young People in Care Policy
- Review appropriateness of the Personal Education Plan (does it need to be updated)
- School to have a dedicated member of staff who will take responsibility for attendance;
- Ensure that the school and the curriculum is welcoming
- Support families
- Set School attendance Targets
- Tracking pupil's attendance and identifying patterns
- Ensure Designated Teacher is aware of concerns
- Managing reward and incentive schemes for good school attendance
- Responding quickly to any absence or poor attendance concerns
- Working/speaking with pupils who have persistently poor attendance of typically 96% or below
- Speaking to parent/carer about reasons and concerns

- Formal letters to parents/carers and a copy to the Social Worker and other key agencies
- liaison with or referral to Attendance Service

Attendance Service

- Contact Social Worker informing of concerns;
- Contact attendance lead within school to review pupil attendance and confirm school strategies and action plan have been implemented
- Ensure School's C&YPinC Designated Teacher is aware of any attendance issues
- Contact Supervising Social Worker for the carer, (or parent when appropriate) to confirm their awareness of attendance issue and discuss

Parent/Carers

- Speak to the child/young person
- Liaise with school re reasons/concerns
- Actively support improved attendance
- Inform the Social Worker of any concerns they may need to be aware of Social care staff
- When reviewing the care plan ensure school attendance is tracked

Outcome:

- Attendance improves – continue to monitor

Barriers identified and action plan formulated to support and address. Plan to be incorporated into the PEP, reviewed monthly.

- Making use of legal sanctions where appropriate

Level 2 Descriptor: Attendance 87 – 90%

*In a year 90% attendance = 39 sessions = 19 days = nearly 4 weeks lost.
Only 30% of pupils with over 80% attendance gain 5 or more A* - C grades at GCSE*

There are serious concerns over attendance at this level and the pupil is at risk of becoming persistently absent (PA). This will be identified as in Level 1 but a more formal approach is required:

Intervention:

School

- School attendance lead and Designated Teacher to work together to ensure additional appropriate support is in place to improve attendance.
- Carry out an interim review of PEP to assist in identifying the issues that are affecting the pupil's attendance.
- Targets and parenting contract (if required) agreed with parents/carers and escalation of interventions
- Formal discussion with the Social Worker
- Referral to Attendance Service if not already done at Level 1.

Attendance Service

- School, Attendance service and Social Worker to jointly review pupil's attendance and school strategies to date.
- Supervising Social Worker to be made aware of attendance issues to be able to liaise and offer support to carers as appropriate
- LA/EWO to lead in completing an initial assessment supported by Social Worker, Supervising Social Worker and Foster Carer.
- Action plan to be agreed and initiated
- Review appropriateness and update the Personal Education Plan

Social Worker

- Support the PEP review
- Speak to the child and the parent/carers about the importance of

attendance and explore any issues

- Address any practical issues such as travel, contact time.
- Consider, with the carer any rewards and sanctions which might be used to promote improved attendance.

Outcomes:

- Attendance improves – No additional concerns identified
- School and Attendance Service to continue to monitor attendance
- Attendance concerns continue
- Needs/barriers identified and action plan formulated to support and address:
 - Medical/illness
 - Mental Health issues
 - Change of school
 - Truancy
 - Social and emotional issues
 - Poor or new peer relationships
 - Lack of stability in care placements
 - Family breakdown – new into care
 - Low self-esteem
 - Bullying
 - SEN
 - Lack of positive role model
 - Previous safeguarding issues including abuse and neglect
 - Substance misuse
 - Offending behaviour
 - Risk of sexual exploitation
 - Poor literacy skills
- Action plan/PEP to be reviewed and updated on a monthly basis
- Referral made to specialist agencies as appropriate ie: EPS, CAMHS, Better Deal, YOS, IFSS, Junction

Level 3 Descriptor: Attendance Below 87%

*In a year 80% attendance = 76 sessions = 38 days = nearly 8 weeks lost.
9% of pupils with less than 80% attendance gain 5 or more A* - C grades at GCSE*

- This will be identified by school
- Identified by Local Authority Attendance Service via Welfare Call, SIMS updated
- Other Local Authority monitoring systems for children placed in Doncaster who are looked after by other Local Authorities
- Intervention at stages 1 and 2 unsuccessful in improving attendance
- Young person returning to the area with pre existing attendance issues at this level.

Other needs identified that may require specialist support

Intervention

Multi-agency

- Virtual School Head informed
- Level 2 intervention if not already undertaken
- Attendance Service to initiate an initial assessment to include a joint home visit to the carer with Social Worker and Supervising Social Worker in order to identify issues/barriers.
- If appropriate as part of transitional phase plan for personalised curriculum in school or other setting
- Additional support identified and appropriate referrals made ie educational Psychology Service, CAMHS etc,

Outcome

- Attendance improves – No additional concerns identified
- School and Attendance Service to continue to monitor attendance
- Attendance concerns continue
- Action plan/PEP to be reviewed and updated on a monthly basis

Level 4 Descriptor

*In a year 70% attendance = 108 sessions = 54 days = nearly 11 weeks lost.
This is almost a full term!!*

- Intervention at stages 1 and 2 unsuccessful in improving attendance
- Young person returning to the area with pre existing attendance issues at this level.
- This will be identified by school
- Identified by Local Authority Attendance Service via Welfare Call, SIMS updated
- Other Local Authority monitoring systems for children placed in Doncaster who are looked after by other Local Authorities

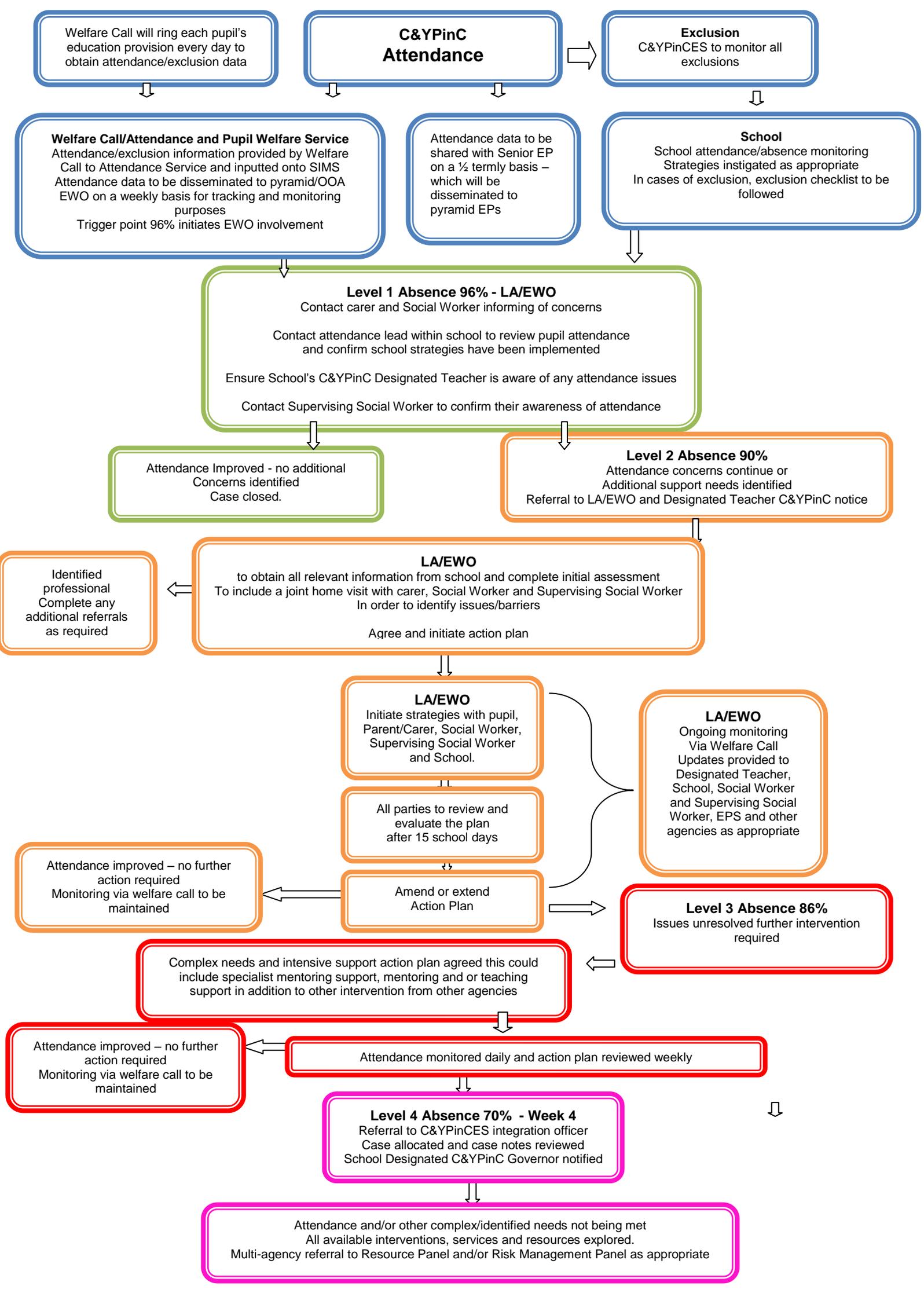
Intervention

- Referral to be made to C&YPinCES. Case allocated to integration officer and case notes reviewed in conjunction with Ed. Psyche Service
- Complex needs and intensive support, weekly action plan agreed:
Intensive mentoring support
1:1 tuition
Bespoke education package
- Attendance monitored daily
- Plan reviewed weekly

Outcome

- Attendance improves. Continue to monitor
- School and Attendance Service to continue to monitor attendance

- Attendance concerns continue
- Action plan/PEP to be reviewed and targets updated on a monthly basis
- Referral to specialist agencies as appropriate
- Referral to Risk Management Panel as appropriate
- Referral to Child Missing Education (CME)



Welfare Call will ring each pupil's education provision every day to obtain attendance/exclusion data

C&YPinC Attendance

Exclusion
C&YPinCES to monitor all exclusions

Welfare Call/Attendance and Pupil Welfare Service
Attendance/exclusion information provided by Welfare Call to Attendance Service and inputted onto SIMS Attendance data to be disseminated to pyramid/OOA EWO on a weekly basis for tracking and monitoring purposes
Trigger point 96% initiates EWO involvement

Attendance data to be shared with Senior EP on a 1/2 termly basis – which will be disseminated to pyramid EPs

School
School attendance/absence monitoring Strategies instigated as appropriate
In cases of exclusion, exclusion checklist to be followed

Level 1 Absence 96% - LA/EWO
Contact carer and Social Worker informing of concerns
Contact attendance lead within school to review pupil attendance and confirm school strategies have been implemented
Ensure School's C&YPinC Designated Teacher is aware of any attendance issues
Contact Supervising Social Worker to confirm their awareness of attendance

Attendance Improved - no additional Concerns identified
Case closed.

Level 2 Absence 90%
Attendance concerns continue or Additional support needs identified
Referral to LA/EWO and Designated Teacher C&YPinC notice

Identified professional Complete any additional referrals as required

LA/EWO
to obtain all relevant information from school and complete initial assessment
To include a joint home visit with carer, Social Worker and Supervising Social Worker
In order to identify issues/barriers
Agree and initiate action plan

LA/EWO
Initiate strategies with pupil, Parent/Carer, Social Worker, Supervising Social Worker and School.

All parties to review and evaluate the plan after 15 school days

Amend or extend Action Plan

Attendance improved – no further action required
Monitoring via welfare call to be maintained

LA/EWO
Ongoing monitoring
Via Welfare Call
Updates provided to Designated Teacher, School, Social Worker and Supervising Social Worker, EPS and other agencies as appropriate

Level 3 Absence 86%
Issues unresolved further intervention required

Complex needs and intensive support action plan agreed this could include specialist mentoring support, mentoring and or teaching support in addition to other intervention from other agencies

Attendance improved – no further action required
Monitoring via welfare call to be maintained

Attendance monitored daily and action plan reviewed weekly

Level 4 Absence 70% - Week 4
Referral to C&YPinCES integration officer
Case allocated and case notes reviewed
School Designated C&YPinC Governor notified

Attendance and/or other complex/identified needs not being met
All available interventions, services and resources explored.
Multi-agency referral to Resource Panel and/or Risk Management Panel as appropriate

EXCLUSION OF CHILDREN AND YOUNG PEOPLE IN CARE

Reducing exclusions and subsequent days lost should be an integral part of the support provided to children and young people in our care. Research has shown that looked after children are five times more likely to be excluded from school than other children. This is because severely disrupted family life, disaffection and disrupted early education can lead to the kind of behaviour for which schools exclude children and young people.

'The single biggest reason for all exclusion is 'persistent disruptive behaviour'. However, Barnardo's research argues that early intervention for effective alternative provision can help stop behaviour escalating to this crisis point and therefore limit the need to exclude.'
(Barnardo's, 2010)

All Doncaster schools are expected to prioritise the needs of looked after children and to proactively support and co-operate with the local authority to do everything possible to avoid excluding a looked after child. Exclusion from school can place a great strain on care placements and lead to even more disruption if the care placement breaks down as a result. School, other professionals including social workers, parents, carers and all other key stakeholders all share the responsibility for reducing exclusions of children in care.

The document 'Supporting Looked After Learners' (<http://www.dcsf.gov.uk/educationprotects/>) provides information on what effective schools do to help staff understand and manage challenging behaviour where it occurs. Those schools which are most successful in preventing exclusion have policies and clear system to encourage positive behaviours*. Best practice for CiC includes flexibility in the system to address the additional needs of some children in care. This is possible because the school understands the impact of loss and trauma on children's physiological, social and emotional development and consequently their behaviours; knowing that the behaviourist approach does not work for the most severely affected children. The Fixed Term Exclusions (FTE) data which demonstrates a fall in the numbers FTE across Doncaster for all children; with an increase in FTE for CiC strongly suggests that a different approach is needed for this vulnerable group.

In a school the role of the Designated Teacher for CiC, along with the Attendance and Behaviour lead is central to ensuring that staff are equipped to manage the complex behaviours which CiC sometimes display.

Early intervention is the key to supporting a CiC in school and can prevent escalation of problems. Seldom does an exclusion from school take place without some warning indicators first being noted. Disruptive behaviour can be an indication of unmet needs and where a school has concerns about a pupil's behaviour it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion.

In this situation schools should give consideration to a multi-agency assessment that goes beyond the pupil's educational needs to consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN. Where a pupil has a statement of SEN, schools should consider requesting an early annual review or interim / emergency review. Schools should also engage proactively with parents in supporting the behaviour of pupils with additional needs; co-operating proactively with foster carers or children's home workers and the local authority that looks after the child. This will include the child's social worker and, if required, a referral can be made to the C&YPinCES.

Non-statutory advice for head teachers of maintained schools on the place of multi-agency assessments within a school's behaviour policy is provided by, 'Behaviour and Discipline in Schools – A Guide for Head teachers and School Staff' (2012).

The designated teacher or their representative should take a lead role by convening a meeting between all relevant professionals as described above. At this meeting the PEP should be updated and a specific Pastoral Support Plan developed outlining appropriate strategies and intervention. Follow up review dates should be agreed at this meeting.

* The Doncaster Behaviour Thresholds matrix supports school's behaviour policies and promotes inclusion is currently being adapted to reflect the specific needs of children in local authority care and will be ready for consultation in 2013.

Exclusions

The pressures to exclude a child who has been extremely disruptive or consistently disruptive over time are often difficult to resist, particularly when there may be staff or pupils who have suffered because of the actions of a particular child. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion and **the exclusion of a looked after child should be an absolute last resort.**

It is vital that schools and other professionals work together to try every practicable means to maintain them in school and to exclude them only in the most exceptional circumstances. Before excluding, schools, should first consider alternative options for supporting the looked after child or young person. No looked after child should be excluded from a school/PRU on more than one occasion without discussion with the local authority C&YPinCES.

Unofficial Exclusions

'Informal' or 'unofficial' exclusions, such as sending pupils home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded. This includes lunch times. Schools need to plan other procedures for supporting a child who needs to become more emotionally in tune with the 'logical' part of the brain so that s/he can function in an acceptable manner.

Social workers, foster carers and all those involved in supporting looked after children are encouraged to contact the local authority C&YPinCES Team so that they can use their statutory position to challenge all unofficial exclusions. Any incidence of illegal exclusions (also known as 'grey' exclusions) will be referred to the DfE or EFA.

Responsibility for Provision

Schools retain the responsibility for providing education to all excluded pupils while they are on the schools roll. This usually takes the form of setting and marking work. However, in respect of C&YPinC best practice is that schools will provide provision from day one of all exclusions in line with government guidance as detailed below:

*'Although the Education and Inspections Act 2006 only requires full time education to be provided from the sixth day of an exclusion, such a break in education will have an impact on the education of looked after children. To ensure there is minimal disruption to their education, where a looked after child or young person is excluded, it is the Government's view that schools and local authorities *as appropriate should arrange alternative provision from the first day of the exclusion'. (Statutory guidance on school exclusion September 2012)*

**as appropriate defines as pupils in Local Authority Pupil Referral Unit*

DONCASTER BEHAVIOUR THRESHOLDS – Please note these are currently being reviewed to meet the specific needs of Children in Care.

It is not expected that all children and young people will automatically have the basic social, emotional and learning skills they need to succeed. We understand that context plays a key role in behaviour and that the duty of all settings is to provide a learning environment designed to promote positive behaviour and relationships. Key aspects that need to be in place are: an effective whole school policy for behaviour and inclusion, reviewed and shared with all stakeholders, consistently applied and rigorously monitored; a restorative ethos; creative and engaging curriculum and learning opportunities and planned opportunities for all pupils to learn and develop social and emotional skills.

Level 1 Descriptor	Assessment	Organisational Adjustments (grouping, timetable, staffing)	Curriculum and Teaching Methods	Specialist Resources/ Intervention Strategies
<p>Low level/low frequency of social and emotional behavioural difficulties which interrupt learning in some situations. May include:</p> <ul style="list-style-type: none"> • Difficulty in following whole class instructions • Occasional refusal to follow reasonable requests • Poor concentration • Difficulties working in groups, sharing and taking turns • Some signs of disruptive behaviour • Possible developmental delay • Possible signs of stress or anxiety <p>Underdeveloped social skills may create difficulties in getting along with others</p> <ul style="list-style-type: none"> • Some difficulties forming positive relationships with peers and/ or some teachers • Possibly isolated or withdrawn • Bully or victim role • Low attendance 	<p>Assessment</p> <ul style="list-style-type: none"> • Part of normal school and class assessments. SENCO and or NPSLBA trained staff may be involved in more specific assessment and observations • Pupil self assessment methods used • Records kept to include observations assessment of context, structured, unstructured times, frequency, triggers • Risk assessments of difficult times of the school day • Progress should be a measured change in their behaviour and learning following each review cycle • Recognition of learning styles and motivational levers <p>Planning</p> <ul style="list-style-type: none"> • Individualised programme of support related to assessments implemented. Key worker identified • Parents involved regularly and support targets at home • Pupils involved in setting and monitoring their targets • Pupils response to social/ learning environment informs cycle of IEP/IBP formulation and implementation 	<ul style="list-style-type: none"> • Mainstream class with attention paid to organisation and pupil groupings • Opportunities for small group work based on identified need eg listening/thinking/social skills. • Time limited mainstream classroom programme of support, which relates to assessments • Small group work to learn appropriate behaviours and for associated learning difficulties • Individual programme based on specific need • A quiet area in the classroom may be useful for individual work <p>Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher staff and resources usually available in the classroom. • Support/advice from SENCO /inclusion manager with assessment and planning • Additional adults routinely used to support flexible groupings, differentiation and some 1:1 • Close monitoring to identify "hotspots" • Support for times identified by risk assessments • Key person who relates well to the child identified to keep the child in mind • Close liaison and common approach with parents/carers 	<ul style="list-style-type: none"> • In class differentiation of the curriculum and supporting materials enabling full access to the curriculum • Strategies developed shared with school staff, parent/carer • Increased differentiation by presentation and/or outcome • Simplify level, pace, amount of teacher talk/ instructions • Increased emphasis on identifying and teaching to preferred learning style • Opportunities for skill reinforcement/revision/transfer and generalisation • Some use of specific group or 1:1 programmes • Preparation for any change and the need for clear routines. 	<p>The use of positive targeted strategies that might include:</p> <ul style="list-style-type: none"> • Further learning assessments and support if necessary eg Nurture Group/LSU/Learning Mentor Programmes • P scales PSD targets • ABC charts • Pupil profile • Observation schedules • Reward systems involving regular monitoring and support • Monitoring diaries • Use of behaviour targets within the classroom/playground, prompt cards • Visual systems/timetables • Regular small group work/concentration skills/ social skills/listening skills/conflict resolution • Short-term individual support • Support that uses solution focused/retracking/ motivational approaches • Circle of friends • Access to additional circle time activities • Access to ICT and specialist equipment • At least 2 of the above • Impact of support on learning/behaviour outcomes monitored and reported

Level 2 Descriptor	Assessment	Organisational Adjustments (grouping, timetable, staffing)	Curriculum and Teaching Methods	Specialist Resources/ Intervention Strategies
<p>BESD continues to impact on progress (social and learning) and the gap between attainment and expected progress has widened across a number of lessons or situations in school.</p> <ul style="list-style-type: none"> Continued difficulties following routines Emerging patterns of reluctance to following reasonable instructions Little regard for school rewards and consequences Risk of fixed term exclusion <p>Continued difficulties with social interaction with adults and peers may include:</p> <ul style="list-style-type: none"> Some patterns of stress/anxiety in specific situations Possible signs of self harm Isolated/withdrawn Unpredictability, inconsistency Sexualised language Increased frequency or severity of aggressive or confrontational behaviour Increased absence/lateness Reported anti-social behaviour in the community 	<p>Assessment</p> <ul style="list-style-type: none"> As range 1 plus more detailed and targeted observation ie interval sampling Use and analysis of assessment tools Assessment related to intervention strategy Pupil self assessment extended to inform IEP/IBP More detailed recording, monitoring of frequency, intensity Wider assessments for learning/other SEN Determine engagement of necessary education/ non-education support services possibly leading to CAF <p>Planning</p> <ul style="list-style-type: none"> Curriculum plan reflects levels of achievement and includes individually focused IEP targets eg specific behaviour targets related to assessment: consideration of adapted timetable Additional steps taken to engage pupil and parents as appropriate Identifying non educational input Requires effective communication systems enabling all involved to provide consistent support CAF processes determine holistic support plan 	<ul style="list-style-type: none"> In addition to the provision at range 1 identified daily support to teach social skills/dealing with emotions to support the behaviour learning targets Mainstream class with regular targeted small group support Time-limited programmes of small group work based on identified need On going opportunities for 1:1 support focused on specific IEP targets <p>Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher with advice and support from SENCO and/or NPSLBA lead as appropriate Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis May include withdrawal Additional daily support provided within school to support learning and behaviour Increased parental/carer involvement and multi-agency support services to plan and regularly review IEPs PEPs Encouragement and inclusion in extra curricular activities Identification of 'key worker' with clear specification of role 	<ul style="list-style-type: none"> Modify level/pace/amount of teacher talk to pupils' identified need. Individual targets within group programmes and/or 1:1 Teaching approaches should take account of the difficulties in the understanding of social rules and expectations within the classroom Emphasis on increasing differentiation of activities and materials and take account of individual learning styles Short term individual support focusing on listening, concentration, social skills, solution focused approaches Regular small group work with an increasing emphasis on relationships, emotions, social skills, conflict resolution Consideration of an alternative, differentiated curriculum that allows flexibility to teach according to emotional needs, not chronological age, play, creative activities, drama At least 2 of the above 	<p>The use of positive targeted strategies that might include:</p> <ul style="list-style-type: none"> Further learning assessments and support if necessary e.g. Nurture Group; Learning Mentor Programmes P scales Pupil profile Observation schedules Enhanced report cards and reward systems involving regular monitoring and support Monitoring diaries Use of behaviour targets within the classroom/playground, prompt cards Visual systems or timetables Regular small group work/concentration skills/ social skills/listening skills/conflict resolution Short – term individual support Support that use solution focused/re-tracking/motivational approaches Circle of friends Access to additional circle time activities Access to ICT and specialist equipment Individual SEBD programme Enhanced teaching within small group circle time, conflict resolution, emotional literacy, solution focussed approaches Up to 3 of the above Personalised provision map provides single reference of additional support ARC same day support line

Level 3 Descriptor	Assessment	Organisational Adjustments (grouping ,timetable, staffing)	Curriculum and Teaching Methods	Specialist Resources/ Intervention Strategies
<p>Significant and persistent social, emotional and behavioural difficulties. No significant or sustained improvement of target behaviours.</p> <ul style="list-style-type: none"> Persistent non-compliance Learning of self and others significantly interrupted by withdrawn or disruptive behaviours Risk of repeated fixed term exclusion <p>Significant difficulties with social interaction- deteriorating relationships with adults and/or peers. May include:</p> <ul style="list-style-type: none"> Inappropriate language/communication (inability to adapt to context) Inappropriate and/or risk taking behaviours Possible sexualised behaviour towards others Instances of aggressive/violent behaviour increase in frequency and severity Deteriorating attendance 	<p>Assessment</p> <ul style="list-style-type: none"> As Range 2 plus more systematic application of assessment tools Involvement of education and non-education professionals as appropriate through CAF processes <p>Planning</p> <ul style="list-style-type: none"> Behaviour and curriculum plan closely tracks levels of achievement and all IEP targets are individualised, short term and specific More frequent involvement of parent/carer to engage pupil Access to additional resources are accurately accounted for Prevention placement managed through joint school/PRU support programme Prevention placements co-ordinated by Secondary Panel CAF Multi-agency planning processes specifies contribution of individual services and lead practitioner. Inter-agency communication established and maintained 	<ul style="list-style-type: none"> Mainstream class, predominantly working on modified curriculum tasks Frequent opportunities for small group work based on identified need Daily opportunities for 1:1 support focused on specific SEBD/learning targets ARC outreach offers intensive individual and small group support and staff training <p>Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate Daily access to staff in school with experience of SEBD, eg behaviour support worker, lead behaviour professional, SENCO Additional adult, under the direction of the teacher, supports pupil working on modified curriculum tasks Increased access to a combination of individual, small group and whole class activities 	<ul style="list-style-type: none"> Teaching focuses on both curriculum and SEBD outcomes throughout the school day Tasks and presentation personalised to pupil's needs. Individualised level/pace/ amount of teacher talk Learning style determines teaching methods 1:1 teaching for the introduction of new concepts and the reinforcement of classroom routines and expectations Small steps targets within group programmes and/or 1:1 work tasks Targets are monitored with the pupil daily targets Accessing mainstream lessons for most of the time with complimentary access to internal support arrangements and interventions 	<p>The use of positive targeted strategies that might include:</p> <ul style="list-style-type: none"> Further learning assessments and support if necessary e.g. Nurture Group; Learning Mentor Programmes P scales PSD targets Pupil profile Programmes Observation schedules Reward systems involving regular monitoring and support Monitoring diaries Use of behaviour targets within the classroom/playground, prompt cards Visual systems/timetables Regular small group work/concentration skills/social skills/listening skills/conflict resolution Short-term individual support Support that use solution focused/re-tracking/motivational approaches Circle of friends Access to additional circle time activities Access to ICT and specialist equipment Individual SEBD programme Access to resources from The Junction Up to 5 of the above All additional resources invested in the student are referenced in a personalised provision map Implementation of ARC intervention

Level 4 Descriptor	Assessment	Organisational Adjustments (grouping, timetable, staffing)	Curriculum and Teaching Methods	Specialist Resources/ Intervention Strategies
<p>Severe and persistent BESD. Complex social and emotional needs.</p> <ul style="list-style-type: none"> • Persistent leading and instigating of disruptive behaviours. • Behavioural incidents and fixed term exclusions increasing. • Sustained non-engagement in school life e.g. persistent absence/truancy • Risk of permanent exclusion <p>Increasing difficulties in forming positive relationships, interacting appropriately with adults and/or peers</p> <ul style="list-style-type: none"> • Increasing patterns of behaviour which place themselves or others at risk of serious harm e.g. • use of weapons to harm or threaten • Violence • Self harm • Severe and sustained bullying 	<p>Assessment</p> <ul style="list-style-type: none"> • As range 3 with increased involvement of a range of professionals • Prevention assessment period at PRU where appropriate • CAF processes define nature and extent of support needs <p>Planning</p> <ul style="list-style-type: none"> • IEP or PSP detailing provision and strategies with appropriate short term targets • Planning meetings include parents and multi-agency where appropriate • ARC placements managed through partnership working and a decision from panel • CAF processes determine contribution of Children's Services 	<ul style="list-style-type: none"> • Student taught for a significant amount of the time in small groups outside of the mainstream curriculum • Some opportunities for mainstream but these are limited <p>One or more of the following will have been tried:</p> <ul style="list-style-type: none"> • Opportunities for student to engage in alternative provisions for part of the week • Managed move where appropriate • ARC placements <p>Staffing</p> <ul style="list-style-type: none"> • A student is supported to most or all of those lessons that they do attend • Daily access to staff with experience and training in meeting the needs of students with SEBD • Increased access to specialised SEBD provisions such as ARC placements • Managed move may have been tried 	<ul style="list-style-type: none"> • Some aspects of the curriculum may be taught out of mainstream in either small groups or 1:1 • Students curriculum is personalised and students may be dis-applied from some aspects of the national curriculum • Activities focus on key skills and SEBD outcomes throughout the school day • Balance shifts to most lessons accessed with some support 	<ul style="list-style-type: none"> • Targeted intervention employing a range of strategies • Individual SEBD programme • 1:1 and small group teaching • Alternative provision appropriate to need • All additional resources and exceptional arrangements are referenced in a personalised provision map, necessary evidence for requesting statutory assessment • ARC placement following decision by inclusion panel

Level 5 Descriptor	Assessment	Organisational Adjustments (grouping, timetable, staffing)	Curriculum and Teaching Methods	Specialist Resources/ Intervention Strategies
<p>Deterioration in BESD. Non-engagement in learning opportunities</p> <ul style="list-style-type: none"> Inability or complete refusal to follow school routines and instructions Non-engagement with school rewards and consequences Inability to sustain positive relationships with adults and/or peers Mainstream setting has a detrimental effect on health and well-being High risk of permanent exclusion Requires access to specialist provision for BESD/SEN 	<ul style="list-style-type: none"> Referral to Panel - prior co-ordination of ARC placement - request for Statutory Assessment <p>Student has been assessed as not appropriate for mainstream following discussion by Inclusion Panel and as a result of one of more of the following;</p> <ul style="list-style-type: none"> At risk of more than one permanent exclusion for persistent, disruptive behaviour despite implementation of strategies outlined at Range 4 Assessed as inappropriate for mainstream following assessment at ARC SEN Statutory Assessment determines future placement 	<ul style="list-style-type: none"> Student is on role at Cusworth Centre or appropriate special school 	<ul style="list-style-type: none"> Pupil requiring an alternative to mainstream education Learning experiences address significant social, emotional and behavioural needs/learning needs 	<p>Personalised to the specific needs of the student</p> <ul style="list-style-type: none"> Advice available from relevant specialist services Placed in Cusworth Centre or special school Out of Area in exceptional circumstances

CHILDREN AND YOUNG PEOPLE IN CARE SCHOOL EXCLUSION CHECKLIST

- Consider the factors leading to the child's behaviours which would potentially lead to an exclusion
- Consider alternative options to exclusion
- Consider the impact of the exclusion on the care placement; child as well as school
- Discuss with the C&YPinC Designated Teacher
- If exclusion still deemed necessary, plan first day provision arrangements aiming to reduce the impact on the placement
- Where a second exclusion is required inform C&YPinCES of the full exclusion details, including first day provision arrangements and the date and time of readmission meeting.
- Inform Carer via phone
- Inform Social Worker
- Submit PEP, PSP and or other documentation to C&YPinCES demonstrating minimum Level 1 and 2 interventions of behaviour thresholds have been implemented.

ROLES AND RESPONSIBILITIES

Children / young people:

- Are expected to attend school regularly and on time, except where absence has been authorised.
- They are expected to register morning and afternoon and attend all their lessons. If they experience any difficulties in school which may prevent this they should discuss with an appropriate adult.

Parents and others with parental responsibility:

- Are legally responsible for their children receiving education and for ensuring their children attend school (with the appropriate lunch, uniform and equipment) and for supporting their learning.
- This includes making arrangements for the child to get to and be collected from school.
- They are expected to contact school if there are attendance problems and to work with the school and other professionals concerned to resolve them.
- They are expected to arrange any medical and other appointments outside school hours wherever possible and to avoid taking family holidays during school term time.

Schools

- Are required to identify a member of staff as the Designated Teacher to act as a resource and advocate for children in care. They are responsible for monitoring and promoting the progress, including the attendance of C&YPinC. Where attendance is an issue; they should identify the actions to remove barriers as far as possible. Personal Education Plans should be updated and be regularly reviewed, ensuring information regarding individual C&YPinC is shared with other professionals as appropriate.
- Respect the privacy of Children and Young People in Care by ensuring that only those who need to know about the child/young person's circumstances are informed, particularly in relation to maintaining confidentiality about the child's care status.
- Work in partnership as required with all those identified within the 'Promoting Attendance Thresholds' document
- Ensure the attendance leads works in collaboration with the Designated Teacher in relation to attendance issues
- Inform parents and foster carers and intervene to address any attendance problems.
- Only use exclusion as a last resort and always within the legal guidelines. Ensure appropriate support is in place for pupils at risk of disaffection, and that this is documented within a Pastoral Support Programme (PSP) and also incorporated into the pupil's PEP.

- Listen to the child to find out why they are not attending (e.g. Bullying, problems with learning, anxiety) or reluctant to attend.
- Be inspirational and have high expectations regarding attendance for Children and Young People in Care as for all pupils.

Social Workers

- Have primary responsibility for ensuring the child has an up to date care plan in place, and must be aware of the impact of school attendance on educational attainment.
- Ensure contact arrangements are made out of school time.
- Take the lead, when a child enters care, to ensure that the child has an effective Personal Education Plan, drawn up with the child (according to age and understanding), parent(s), carers, Designated Teacher and other relevant people, and which promotes positive school attendance. (Further support and guidance in relation to Personal Education Plans is available from C&YPinCES).
- Ensure as far as possible, in the interests of stability, that in identifying a suitable care placement, disruption to the child's education is minimised i.e. consider whether the placement would enable the child's current schooling to be maintained or would facilitate the child's reintegration into school. Regard must be given to the Care Planning Regulations 2011.

Take a lead role in:

- Keeping in contact with the child's school in order to monitor progress.
- Listening to the child, if they are not attending school, to find out and advocate on the child's behalf
- Work in partnership as required with all those identified within the 'Promoting Attendance Thresholds' document.
- Helping parents/carers to promote positive school attendance.
- Adhering to the Social Workers Checklist

Foster carers/Residential Staff

- Are expected to do all things a 'good parent' would do to promote their child's education and attendance at school.
- In addition, both must:
 - Be positive about the value of education and have high expectations for children in their care
 - Adhere to the checklist for foster carers/residential staff
 - Work in partnership with schools, social workers, supervising social workers and education welfare officers as outlined in the 'Promoting Attendance Intervention Thresholds'.

- Inform the child's school and Social Worker if they have concerns about attendance
- Listen to their child to find out why they are not attending or reluctant to attend (e.g. bullying, problems with learning, anxiety).
- Ensure any attendance concerns are raised at the child's PEP meeting and/or Looked After (LAC) Review Meeting.
- In partnership with the child's social worker do what a good parent would do in order to ensure that their child has a school place and attends school.
- It is not acceptable for a foster carer/residential staff member to give permission for a child to not attend school unless this is for one of the reasons outlined under paragraph 1.3 of this report.
- Foster carers must work in partnership, as required, with all those identified 'Promoting Attendance Thresholds' document.

Attendance Service/Education Welfare Officers

- Promote the right of access to education for children of statutory school age.
- Work in partnership with children and young people, parents, foster carers, social workers, supervising social workers, schools and other agencies in matters relating to school attendance as outlined in 'Promoting Attendance Intervention Thresholds'.
- Support work to raise the educational attainment of Children and Young People in Care through improved attendance
- Monitor and track attendance of all Children and Young People in Care supported by data provided by Welfare Call
- Attend Children's PEP meetings and when appropriate LAC Review where there are issues of poor attendance.
- Offer initial advice on children in employment or entertainment, where attendance is affected.
- Monitor trends in relation to school attendance.
- Work with the C&YPinCES to understand the range of issues affecting the education of Children and Young People in Care.
- 'Deep Dive' in schools focussing on C&YPinC.

Admissions Service

Are responsible for:

- Supporting social workers, carers, schools and parents through the admission process to ensure every child is offered a school place suitable to their age with the aim of being on roll and attending school within 10 days of the admission request.
- Administering and providing support and guidance to schools throughout transition processes.

- Supporting other LA's who place their Children and Young People in Care within Doncaster and who may require help in finding a school.
- Ensuring the admission guidance in respect to Children and Young People in Care is adhered to by all parties.

Children and Young People in Care Education Service (C&YPinCES)

Keep an overview of the attendance of Children and Young People in Care.

- Offer support and challenge to school and other professionals to support and promote positive attendance. Ensure systems are in place and effectively utilised through collaboration; understanding of issues relating to Children and Young People in Care
- Ensure that all Governors and Head teachers are aware of and comply with DfE regulations and Doncaster Council guidelines relating to attendance and exclusions.

C&YPinCES Integration Officers

- Track and monitor attendance and the pattern of exclusions of C&YPinC placed in and out of the local authority; and take action to improve attendance and minimise the number of exclusions.
- Casework the most complex cases as per the threshold guidance.
- Work in partnership as required with those identified in the 'Promoting Attendance Threshold' document
- Make arrangements in consultation with other colleagues and agencies to ensure that children who have been excluded are receiving appropriate education (liaison, tracking and monitoring).
- Represent the LEA at conciliation meetings and in planning the reinstatement of pupils.
- Represent the LEA as necessary at the Statutory Appeal Committee.

Supervising Social Workers and others with education responsibilities

- Support foster carers in their role of promoting children's attendance at school, learning and development.
- Work in partnership as required with those identified in the 'Promoting Attendance Threshold' document
- Consult, when necessary, with C&YPinCES to understand the range of issues affecting the education of Children and Young People in Care
- Know and understand the national expectations in relation to attendance, the impact on absence and strategies to support

Educational Psychology Service

- Will be provided with data regarding all C&YPinC absences via C&YPinCES. This information will be utilised as appropriate in EPS discussions with school.
- Will contribute to multi-agency meetings and provide advice and guidance as appropriate.
- Will advise on strategies to support and promote positive school attendance to C&YPinC, schools, carers and others as appropriate
- Will participate in PEP and PSP meetings where appropriate

Independent Reviewing Officers

- At review meetings check the child's percentage attendance meets with national expectation. If this is not the case ask what steps are being taken to remove any barriers to attendance.
- Ensure that Children and Young People in Care's care plans (including Personal Education Plans) are reviewed and make appropriate recommendations and decisions to ensure that they are implemented effectively.
- At the next review meeting check progress has been made in respect of improved attendance and/or strategies to support.
- Involve the child in decision-making processes.
- Help ensure that LAC reviews take place out of school hours; or if unavoidable, take place at the child's school to reduce the impact on attendance.

Health Professionals

Should support the attendance of Children and Young People in Care by:

- Providing appointments outside school hours, at weekends or during school holidays.
- Ensuring Children and Young People in Care receive health intervention without delay to promote positive attendance.
- Working with schools, social workers and other agencies to ensure that services for children are co-ordinated.

Police Officers

- Support measures to promote attendance by working collaboratively with the Local Authority Education Welfare Officers and schools, e.g. truancy sweeps.

Youth Offending Service

- Work collaboratively to reduce the risks of young people offending which are exacerbated by non-school attendance

- Assist in the identification of appropriate education provision to promote attendance

Elected Members

- All Doncaster Council Members should endeavour to understand their role as Corporate Parents by familiarising themselves with Doncaster Council's guide to members on Corporate parenting.
- Promote corporate parenting principles of early intervention to support and promote attendance.